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Date: July 18, 2016

STATE CENTER COMMUNITY COLLEGE DISTRICT 1525 E. WELDON AVE. FRESNO CA 93704

CLOVIS COMMUNITY COLLEGE ACCREDITATION STATUS REAFFIRMED

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) has reaffirmed Clovis Community College’s Accreditation status. In the formal notice the commission stated, “After considering all of the written material, the Commission finds that Clovis Community College has addressed District Recommendations 7, 8, and 9 intended to increase institutional effectiveness and continues to meet Standards IV.B.3.c, IV.B.1.a-j, and IV.B.1.a. The Commission also took action to require the College to submit a **Follow-Up Report** by **October 15, 2016** demonstrating continued improvement with regard to Standards IV.B.1.a-j and IV.B.1.a from District Recommendations 8 and 9.”

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC) accredits community colleges and other associate degree granting institutions in the Western region of the U.S. Accreditation is a voluntary system of self-regulation developed to evaluate overall educational quality and institutional effectiveness. The ACCJC accreditation process provides assurance to the public that the accredited member colleges meet the Standards; the education earned at the institutions is of value to the student who earned it; and employers, trade or profession-related licensing agencies, and other colleges and universities can accept a student’s credential as legitimate.

The commission took action to grant accreditation and require the College to submit a Follow-Up Report in October 2016. Initial accreditation with a Follow-Up Report is granted when the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies, but has recommendations on a small number of issues that must be addressed in order to keep the accredited status. The letter from ACCJC and the External Evaluation Report are posted on the college website at www.cloviscollege.edu.

Clovis Community College is a college of State Center Community College District which has the newest community college in California (Clovis) and the oldest community college in the state with Fresno City College which was established in 1910. State Center Community College District has three full colleges, Fresno City College, Reedley College and Clovis Community College in addition to its two centers in Madera and Oakhurst. The District serves over one million residents, 18 unified and high school districts in a 5,500 square mile area. There is a seven member Board of Trustees which includes: Board President Richard M. Caglia, Vice President John Leal, Secretary Bobby Kahn, and Trustees Miguel Arias, Ronald H. Nishinaka, Patrick E. Patterson, and Eric Payne.

Clovis Community College has been at its existing site located at Willow and International since fall of 2007. Prior to that it offered classes at 390 W. Fir Ave (at Herndon) beginning in 1992. The campus provides comprehensive educational opportunities for basic skills development, associate degrees, certificates for workforce development, and transfer degrees.

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ACCREDITING COMMISSION for COMMUNITY and JUNIOR COLLEGES
Western Association of Schools and Colleges

Barbara A. Beno, President
Susan S. Kazama, Chair

July 8, 2016

Ms. Deborah Ikeda
President
Clovis Community College
10309 North Willow Ave
Fresno, CA 93730

Dear President Ikeda:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 8-10, 2016, reviewed the Institutional Follow-Up Report submitted by Clovis Community College, evidentiary materials also submitted, and the Report prepared by the evaluation team that visited on April 4, 2016. College leadership, including the president of the Board of Trustees and the Interim Chancellor, certified the report. The purpose of the Commission's review was to determine whether the College had fully addressed the recommendations noted during the spring 2015 comprehensive review.

After considering all of the written material noted above, the Commission finds that Clovis Community College has addressed District Recommendations 7, 8, and 9 intended to increase institutional effectiveness and continues to meet Standards IV.B.3.c, IV.B.1.a-j, and IV.B.1.a. The Commission also took action to require the College to submit a **Follow-Up Report by October 15, 2016** demonstrating continued improvement with regard to Standards IV.B.1.a-j and IV.B.1.a from District Recommendations 8 and 9.¹

The Commission requires that you give the Follow-Up Report, the External Evaluation Team Report, and this letter appropriate dissemination to your College staff and to those who were signatories of your Follow-Up Report. The Commission also requires that these documents be made available to students and the public by placing a copy on the College website. Please note that in response to public interest in accreditation, the Commission now requires institutions to post accreditation information on a page no more than one click from the institution's home page.

The Commission encourages the College's continued work to ensure educational quality and to support student success. Accreditation and peer review are most effective when institutions and the ACCJC work together to focus on student outcomes and continuous quality improvement in higher education. Thank you for sharing the values and the work of accreditation.

Ms. Deborah Ikeda
Clovis Community College
July 8, 2016

If you should have any questions concerning this letter or the Commission action, please don't hesitate to contact me or one of the ACCJC Vice Presidents. We would be glad to help you.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

cc: Dr. Paul Parnell, Chancellor, State Center Community College District

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission* found on the ACCJC website at: <http://www.accjc.org/college-reports-accjc>.

FOLLOW UP VISIT REPORT

**Clovis Community College Center
10309 N. Willow Avenue
Fresno, CA 93730**

**This report represents the findings of the External Evaluation team that visited
Clovis Community College on April 4, 2016**

**Submitted to:
The Accrediting Commission for Community and Junior Colleges**

Submitted by:

Team Chair

Dr. Kathleen A. Hart	Superintendent/President	San Joaquin Delta College
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Team Members

Dr. Kelly Cooper	Instructor, CIS, Business	West Valley College
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Ms. Michelle Marquez	Vice President Admin. Services	Canada College
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Dr. Teresa Brown	Trustee	San Joaquin Delta College
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Follow-up Visit Report

DATE: May 12, 2016

TO: Accrediting Commission for Community and Junior Colleges

FROM: Kathleen A. Hart, Ph.D.
Superintendent/President, San Joaquin Delta College

SUBJECT: Report of Follow-Up Visit Team to Clovis Community College,
April 4, 2016

Introduction:

An evaluation team visit was conducted to Clovis Community College Center in March, 2015. At its meeting on June 3-5, 2015, the Commission acted to require Clovis Community College to submit a Follow-Up Report followed by a visit. The evaluation team, Dr. Kelly Cooper, Ms. Michelle Marquez, Dr. Teresa Brown, and Dr. Kathleen Hart, conducted the site visit to Clovis Community College on April 4, 2015. The purpose of the team visit was to verify that the Follow-Up Report prepared by the College was accurate through examination of evidence, to determine if sustained, continuous, and positive improvements had been made at the institution, and that the institution has addressed the three recommendations made by the evaluation team, resolved the deficiencies noted in those recommendations, and meets the Eligibility Requirements, Accreditation Standards and Commission policies.

In general, the team found that the College had prepared well for the visit by arranging for meetings with the individuals and groups agreed upon earlier with the team chair and by assembling and providing the appropriate documents electronically to each team member. Over the course of the day, the team met with the President of Clovis Community College, the Vice President of Administrative Services, the President's Cabinet, the College Council, the former Chancellor of the State Center District and the new Chancellor, all members of the District Board of Trustees (the Board Executive team and two groups of two-three trustees), the Vice Chancellor of Finance and Administration, and the Interim Vice Chancellor of Educational Services and Institutional Effectiveness. The visit concluded with the Team Chair's meeting with the New Chancellor and the President of Clovis Community College.

The visits with the Clovis Community College President, the Vice President of Administrative Services, the President's Cabinet, and the College Council all elicited very positive remarks about their progress, enthusiasm about the new faculty and staff they were hiring, and about the significant share of the District's resources they were receiving. They all characterized the past year as a "time of reflection," and an opportunity to "establish their own identity" with their own planning processes rather than Reedley College's processes which they used while still attached as a center to Reedley. But in addition to reflection, they cited a variety of initiatives: merging to

Canvas for online course management, purchasing TracDat for tracking planning and SLOs; and resetting some processes and some technologies.

Nearly everyone on the President's Cabinet and the College Council, 24+ members including the President and all constituency groups, spoke positively and enthusiastically about their progress and how they had benefitted from becoming a College, e.g., qualifying for CCCCO categorical funding supplemented with two TRIO grants. They now have their own Student Success and Support Program grant and their own Student Equity Plan grant. They have beefed up their research function from a .5 FTE to 3.0 FTE including a soon-to-be-hired Director of Institutional Research. They have added to their business office staff, their technology, and they are taking on their own curriculum responsibilities. They are hiring 28 additional faculty and staff which allowed them to add two Deans, Admissions and Records manager, and a Custodial manager. They are increasing Library services with 1 full-time librarian and additional adjuncts.

Clovis's FTES growth is very strong; they are earning their own apportionment and growth target so they don't impact the other colleges. Student government spoke enthusiastically about their work on helping to retain students and the added opportunities to work with clubs, research projects, and other projects.

The evidence Clovis management, faculty, staff, and students cited of their progress regarding adequate resources included the following: 15 additional faculty positions for 2015-16, considerably more than any other College in the District; for 2016-17, they will receive 11 of 25 new District faculty positions. In addition, the Vice President of Administrative Services pointed out that Clovis received a 31% budget increase. Clovis administrators, faculty, and staff report that nearly all understand the District Budget and Resource Allocation Advisory Committee (DBRAAC) model now, and most believe that the College is being adequately funded. Nearly every member of the College Council cited the concrete ways in which their unit had benefitted from their allocations for 2015-16 and 2016-17. Students and all others are working to pass Measure C for CTE facilities that are planned for the Clovis campus.

According to the Commission's letter of June 29, 2016, the Follow-Up Report and Visit were expected to document resolution of the following three recommendations for institutional effectiveness at the District Level.

District Recommendation 7 – Financial Resources+

In order to increase institutional effectiveness, the team recommends the District Budget and Resource Allocation Advisory Committee evaluate the current resource allocation model to determine appropriateness and effectiveness, and communicate the process and results widely across the district. (IV.3.c)

District Recommendation 8 – Leadership and Governance

In order to increase institutional effectiveness the team recommends that the Board continue to make a concerted effort to learn about, and act in a manner that is consistent with, its policies and bylaws. The team also recommends the Board conduct regular reviews of its policies and procedures, particularly related to board operation and behavior. (IV.B.1.a-j)

District Recommendation 9 – Leadership and Governance

In order to increase institutional effectiveness, the team recommends that the Board improve its performance through continuing its efforts to allow the Chancellor to fully exercise the authority of his/her position to improve the effectiveness of the District. (IV.B.1.a)

The team began its discussions with District personnel with the following question: What has changed since our last visit?

Team Analysis of College Responses to the 2015 Evaluation Team Recommendations

District Recommendation 7 – Financial Resources

Findings and Evidence: In order to increase institutional effectiveness, the team recommends the District Budget and Resource Allocation Advisory Committee evaluate the current resource allocation model to determine appropriateness and effectiveness, and communicate the process and results widely across the district. (IV.3.c)

Although the Follow-up Report did not clearly specify the ways in which the District Budget and Resource Allocation Advisory Committee changed the way in which it allocated resources or its allocation model, Clovis Community College administrators, faculty, staff, and students praised the District for its generosity to the College.

At the same time, the District is addressing certain mandated increases in such areas as PERS and STRS with one-time increases, and the Clovis staff indicates that they understand the wisdom of this approach. A presentation for the campus by the Vice President of Administrative Services was shared widely at the Duty Day. This presentation was identical to that shared with the District Board, except for one added slide which indicated the net increase in Budget from \$13 million in 14-15 to \$17 million for Clovis in 2015-16. The College is growing dramatically, and they will easily reach the growth targets for 2015-16 which will give them additional resources to add to their base for 2016-17.

Conclusion: Based on reports and the evidence and data the team examined for Clovis Community College, the District has resolved the concerns voiced by the Evaluation Team in 2015. The District and the College should continue this practice of keeping all

of the Colleges fully informed about the process, the model, and the outcomes. Clovis Community College should continue the current practice of widely disseminating financial information in ways that are clear and easy for all constituencies to understand.

District Recommendation 8 – Leadership and Governance

In order to increase institutional effectiveness the team recommends that the Board continue to make a concerted effort to learn about, and act in a manner that is consistent with, its policies and bylaws. The team also recommends the Board conduct regular reviews of its policies and procedures, particularly related to board operation and behavior. (IV.B.1.a-j)

Findings and Evidence: The Clovis constituencies acknowledged the issues with the District Board in the past and at the time of the Team Evaluation visit, but most indicated that the Board members seem to be working better together, following the Brown Act, following the Board agenda, and not interrupting each other. The Cabinet and Council indicated that new Board chair (December 1) was more effective in conducting the meetings and keeping the board on task. Clovis leadership indicated that, after the Evaluation Team was there in March 2015, the Interim Chancellor brought in a facilitator to work with them at a Board retreat in April, 2015.

The former Interim Chancellor was less enthusiastic about the progress the Board had made. The former Interim Chancellor addressed the issues about the Board very candidly. He stated that a Board that had a reputation for being difficult or micromanaging, and that these behaviors harm recruiting, particularly for high-level District and College positions. State Center District has several of District positions available, and two of the three Colleges are searching for new Presidents: Fresno City and Clovis. The former Interim Chancellor noted that the District has extended the search for the Fresno City President. The Interim Chancellor has been retained to assist the District in running a Bond Measure campaign to raise \$425 million for a variety of projects across the District and at each College. Clovis, for example, will receive \$70 million for a Career Technical Education Building/Complex. The former Interim Chancellor praised the new Chancellor for his immediate activity in the community.

The former Interim Chancellor stated that he had seen some improvement in the Board's behavior and ability to work together. Training, professional development such as conference attendance, and work on Effectiveness in Trusteeship program (CCLC) have made a difference in some Board members' behavior and focus. Board members demonstrate more collegiality with one another, and they treat District, College, and others who make presentations with greater respect. They agreed to come to consensus on the new Chancellor, and they achieved a 7-0 vote. The Interim Chancellor recommended that the Follow-up Visit team continue District Recommendation 8 and 9 to ensure that the Board would continue making progress in learning about and acting in a manner that is consistent with its policies and bylaws as well as conducting regular reviews of its policies and procedures, particularly those related to board operation and

behavior and that they improve their performance by allowing the new Chancellor to fully exercise the authority of his position.

The Board Executive Committee was more enthusiastic than the former Interim Chancellor about the Board's progress. They characterized the Board as having a new dynamic, a good balance with an infusion of newer trustees and seasoned ones. They are optimistic about the new Chancellor, and they are looking forward to their first monthly meeting which will be run by the new Chancellor. They praised the Interim Chancellor who "did a great two-year job through choppy sea." They expressed enthusiasm for the Bond and the role of the former Interim Chancellor in helping to pass it. They also expressed their belief that the Bond would demonstrate the Board's collective concern for the communities in the District, that "We have the concerns of the whole district at heart."

The Executive Committee stressed that District Council is working with the administrative staff to bring old, outdated policies to the Board that need to be updated on a regular basis. The Executive Committee understands that they must work on updating policies if they are to avoid accreditation issues when the next visit occurs. They plan to make policy review a part of their monthly meetings, but they have not begun this process since the Evaluation team visited in March of 2015. They also pointed out that they have special meetings occasionally; in fact, one was scheduled for the day after the Follow-up Team's visit. They have scheduled a Board retreat in Madera County on April 22 and 23.

The Executive Committee expressed optimism and enthusiasm about their ability to reach consensus with good discussion, and they cited the 7-0 vote for the new Chancellor as evidence of their wish to come together to show support for the new Chancellor. They indicated that they were communicating appropriately, dealing with confidentiality issues, and trying to stay within the Brown Act. They cited the addition of Public Information Officers at each campus to help them communicate more effectively with the public.

Some Board members have been attending trainings and conferences. Two Board members have completed the CCLC Excellence in Trusteeship training. The Executive Committee clearly communicated that they should use special meetings, special budget hearings, board retreats for delving into "more meaty issues," but they indicated their understanding that they should stay at the 30,000-50,000 foot level, conducting more of a ratification process rather than "getting into the weeds" and micromanaging. The new Chancellor is a reminder that they must communicate through and work through him to be successful. They expressed the desire to get the evaluation of the new Chancellor set up correctly, referring to their previous issues with the previous Chancellor and the Interim Chancellor. The Executive Committee seems to sincerely want to work with the new Chancellor to develop the evaluation process and to conduct a preliminary evaluation after six months so the new Chancellor is aware of how he is performing.

The members of the Executive Committee of the Board and the prior Board President appear to understand their role. However, the team is less convinced that the remaining three members do. One long-standing trustee presented a written document disagreeing with the findings of the 2015 Evaluation Team, blaming the Interim Chancellor for a variety of mistakes, and contesting evidence that this trustee had micromanaged in various ways. Another Trustee, one of two with the least seniority, alleged that it was the District staff's incompetence that led to the concerns expressed by the Evaluation Team, not the Board's. He stated that he was concerned that the next college in the District to be evaluated by an accreditation team, a college which he considers to be "a completely dysfunctional institution," will produce a glowing report just as Clovis did without critically looking at the leadership aspects of operating that college. This trustee did not appear to realize that in a multi-college district like State Center, all colleges go through the accreditation cycle on the same schedule. This trustee cited a conversation with the new Chancellor in which the new Chancellor expressed his desire to avoid trustee micromanagement of the District or the individual colleges. It is the visiting team's view that this trustee does not understand the term "micromanage." He states that all the Board gets is "micromanaging tasks." The follow up team infers that he believes the desired trustee role of oversight and ratification is micromanaging—apparently meaning that their role is meaningless or of "micro" importance. This is a very serious misunderstanding that must be corrected. This trustee has attended the least number of CCLC or ACCT conferences, workshops, or trainings

While all seven Board members voted to select the new Chancellor, they are clearly not in complete agreement regarding their roles and responsibilities. The team acknowledges the work of the majority of the Board to become educated in their policy-making role and to behave as effective board members. These Board members have demonstrated their intentions through their actions, by attending various conferences and trainings, and by changing their behavior.

Conclusion: The team suggests that the entire Board continue to make a concerted effort to learn about their roles, to review and understand their own policies and bylaws, and to practice acting in a manner that is consistent with those policies and bylaws. Additionally, the team suggests that all trustees make a commitment to continued professional development at conferences sponsored by CCLC, ACCT, or locally with special sessions and workshops covering topics like trustee roles and responsibilities, the difference between policy and operations, and Board/CEO relationship. The team also suggests that the Board conduct regular reviews of its policies and procedures, particularly related to board operation and behavior, the Brown Act and Ethics. (IV.B.1.a-j)

District Recommendation 9 – Leadership and Governance

In order to increase institutional effectiveness, the team recommends that the Board improve its performance through continuing its efforts to allow the Chancellor to fully

exercise the authority of his/her position to improve the effectiveness of the District.
(IV.B.1.a)

Findings and Evidence: As stated above under District Recommendation 8, four Board members clearly understand their role and fully support the new Chancellor. The most long-standing Board member also understands the importance of allowing the Chancellor to fully exercise the authority of his position, and he states unequivocally that he will work with the new Chancellor and support him. The two other trustees include one who is a new and inexperienced Board member, and the other a trustee completing his first term in office, but who has struggled to understand the limits of a community college trustee. Both of these individuals were in agreement with their fellow trustees and did vote to approve the new Chancellor. However, these two trustees do not appear to understand the meaning of “policy” vs “procedure” or of “policy-making” vs “micromanaging.” The new Chancellor must make every effort to educate these Board members in their role and make sure they understand the difference between policy (Board role) and procedure/operations (Chancellor’s role). This education may be difficult if Board members are unwilling to listen or be educated.

Conclusion: Therefore, the Follow-up Report and Visit Team suggests that the Board improve its performance through continuing its efforts to allow the Chancellor to fully exercise the authority of his/her position to improve the effectiveness of the District.
(IV.B.1.a)

Overall Conclusion of the Follow-Up Report and Visit Team:

The Follow-up Report and Visiting Team concludes that the District has remedied District Recommendation 7. However, despite progress from some trustees, to increase institutional effectiveness, the District Board should continue to improve its performance by learning about, and acting in a manner that is consistent with, its policies and bylaws. The team also suggests the Board continue to conduct regular reviews of its policies and procedures, particularly related to board operation and behavior. (IV.B.1.a-j)
Furthermore, the team recommends that the Board continue its efforts to allow the Chancellor to fully exercise the authority of his position to improve the effectiveness of the District. (IV.B.1.a)